



# State of New Jersey 2014-15

**OVERVIEW**  
**MIDDLESEX**  
**CARTERET BORO**

**GRADE SPAN 06-08**

**23-0750-055**  
**CARTERET MIDDLE SCHOOL**  
**300 CARTERET AVENUE**  
**CARTERET, NJ 07008**

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

### DEMOGRAPHIC INFORMATION

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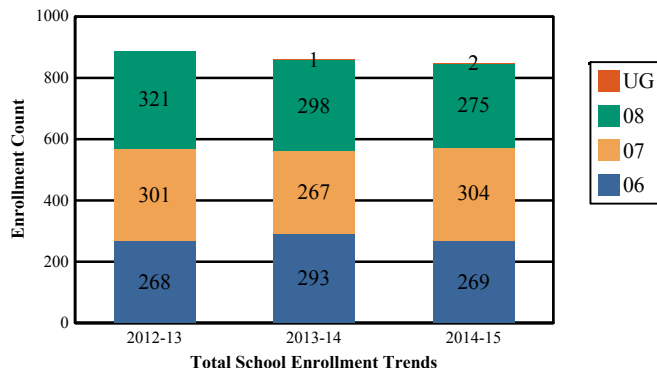
GRADE SPAN 06-08

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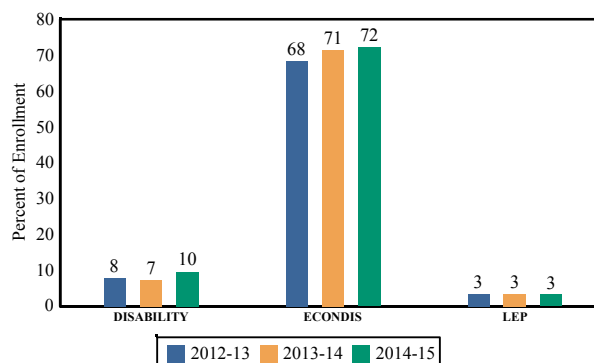
### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



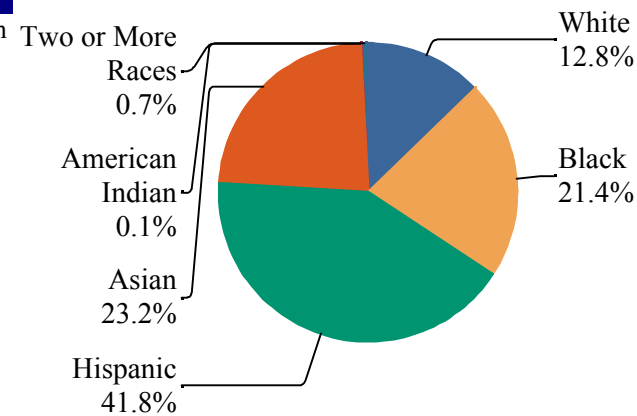
### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



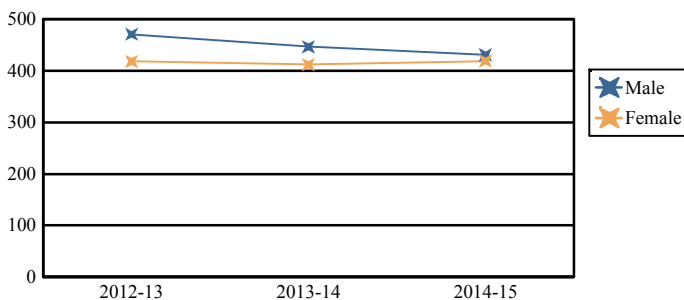
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

### Total School Enrollment

Year	Enrollment
2012-13	890
2013-14	859
2014-15	850

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



### Current Year Enrollment by Program Participation

Program	Count of Students	% of Enrollment
Students with Disability	81	10%
Economically Disadvantaged Students	613	72.1%
English Language Learners	27	3.2%

### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	51.3%
Spanish	26.1%
Punjabi	13.4%
Urdu	4.7%
Pilipino	0.7%
Arabic	0.7%
Other	3.3%

**ACADEMIC ACHIEVEMENT**

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	<b>32%</b>	<b>42</b>	<b>25</b>
Math Met or Exceeded Expectation	<b>28%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	778	32.3%	95%	97.6%	<b>YES</b>
White	107	29.9%	95%	98.3%	<b>YES</b>
African American	153	20.9%	95%	94.5%	<b>YES</b>
Hispanic	327	27.9%	95%	98.4%	<b>YES</b>
American Indian	-	-	--	--	--
Asian	186	51.6%	95%	99%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	498	27.9%	95%	97.7%	<b>YES</b>

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	778	28.4%	95%	97.6%	YES
White	107	29%	95%	98.3%	YES
African American	153	15%	95%	94.5%	YES
Hispanic	327	21.4%	95%	98.4%	YES
American Indian	-	-	--	--	--
Asian	186	52.2%	95%	99%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	498	25.1%	95%	97.9%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**PARCC ELA Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	252	735	749	15%	19%	33%	29%	4%	33%	50%
White	35	739	755	11%	23%	34%	26%	6%	31%	59%
African American	44	722	732	25%	23%	32%	18%	2%	20%	29%
Hispanic	108	731	736	17%	24%	28%	29%	3%	31%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	64	751	770	6%	5%	42%	39%	8%	47%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	173	731	733	18%	17%	36%	25%	2%	28%	30%

**PARCC ELA Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	273	735	750	14%	22%	31%	27%	5%	33%	53%
White	37	736	757	11%	22%	38%	22%	8%	30%	61%
African American	55	726	730	24%	20%	33%	22%	2%	24%	31%
Hispanic	115	730	736	15%	30%	27%	23%	5%	29%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	64	750	777	8%	11%	30%	44%	8%	52%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	172	731	733	15%	23%	33%	27%	2%	29%	33%

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 08**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	253	732	750	15%	25%	29%	28%	2%	30%	53%
White	35	733	757	14%	29%	29%	29%	0%	29%	61%
African American	54	724	730	22%	26%	33%	19%	0%	19%	31%
Hispanic	104	725	735	18%	29%	30%	21%	2%	23%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	58	752	778	2%	17%	24%	52%	5%	57%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	21	695	713	48%	29%	10%	5%	10%	14%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	153	726	732	18%	29%	26%	25%	1%	27%	34%



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**PARCC MATH - Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	252	730	743	13%	29%	29%	28%	1%	29%	42%
White	35	729	749	6%	40%	31%	23%	0%	23%	50%
African American	44	717	726	23%	36%	27%	14%	0%	14%	19%
Hispanic	108	727	731	18%	31%	28%	24%	0%	24%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	64	747	768	2%	14%	33%	48%	3%	52%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	173	727	729	16%	31%	27%	25%	1%	26%	23%

**PARCC MATH - Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	273	733	740	11%	25%	40%	23%	1%	25%	38%
White	37	733	745	5%	32%	32%	30%	0%	30%	46%
African American	55	724	725	20%	24%	44%	13%	0%	13%	17%
Hispanic	115	730	730	11%	28%	41%	18%	2%	20%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	64	747	760	5%	14%	39%	39%	3%	42%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	172	730	728	13%	26%	39%	22%	1%	22%	21%

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**PARCC MATH - Performance Distribution - Grade - 08**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	196	725	726	19%	32%	28%	21%	0%	21%	24%
White	26	730	732	15%	23%	35%	27%	0%	27%	29%
African American	50	720	715	22%	40%	20%	18%	0%	18%	14%
Hispanic	90	720	721	24%	31%	31%	13%	0%	13%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	29	743	744	3%	24%	24%	48%	0%	48%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	21	710	705	38%	33%	10%	19%	0%	19%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	123	722	719	22%	33%	27%	19%	0%	19%	17%

**PARCC ALGEBRA I - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	57	760	740	2%	4%	28%	65%	2%	67%	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	14	756	725	0%	7%	29%	64%	0%	64%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	29	768	769	0%	0%	21%	76%	3%	79%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	30	758	725	0%	7%	30%	63%	0%	63%	21%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>  
Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>  
Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>  
Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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**NJASK Results - Science Grade Level - 08**

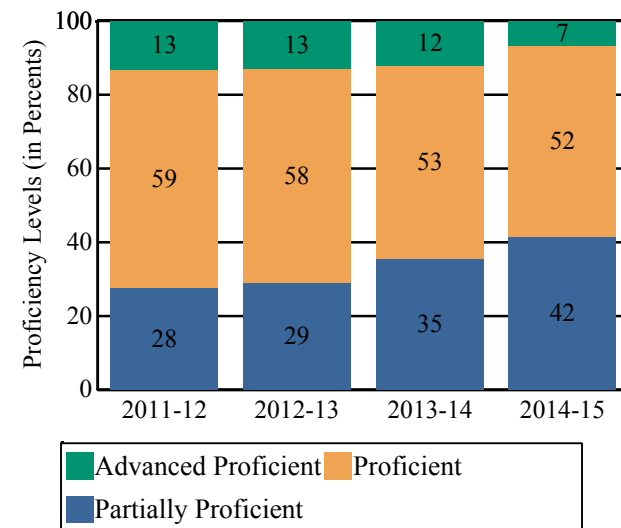
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	7%	52%	42%
White	11%	54%	34%
African American	2%	44%	54%
Hispanic	2%	49%	50%
American Indian	-	-	-
Asian	18%	62%	20%
Two or More Races	-	-	-
Students with Disability	4%	28%	68%
English Language Learners	-	-	-
Economically Disadvantaged Students	3%	49%	48%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 08**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

### Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
57	57

### Algebra I Test Taking

This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
98.3%	66.7%

- Data Suppressed to protect the confidentiality of students

## COLLEGE AND CAREER READINESS

MIDDLESEX

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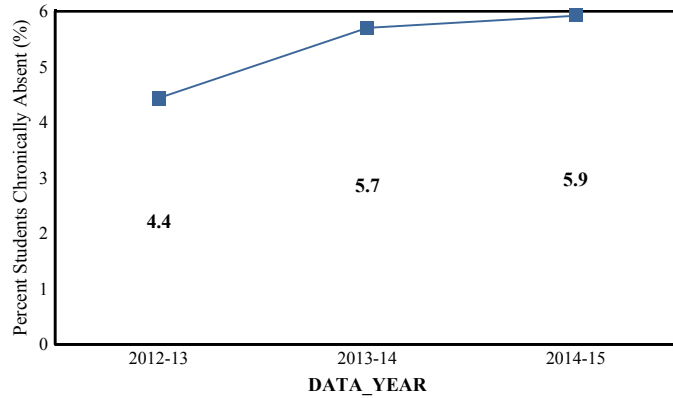
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### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

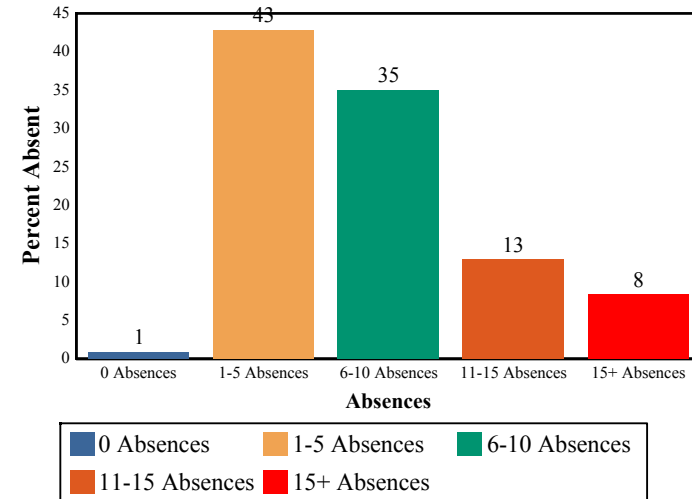


Chronic Absenteeism for 2014-15

5.93%

### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1 - 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.





**Visual and Performing Arts**

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	48.4%	66.0%
Visual Arts	67.5%	71.1%
<b>Total: All Visual and Performing Arts</b>	100.0%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	39	7	21	35	YES
Student Growth on Math	44	39	36	35	YES
		23	29		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	12%	3%	0%
Partially Met	13%	8%	2%
Approached	13%	12%	7%
Met	7%	11%	10%
Exceeded	0%	1%	2%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	11%	2%	0%
Partially Met	13%	10%	5%
Approached	9%	12%	12%
Met	4%	7%	13%
Exceeded	0%	0%	1%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

**MIDDLESEX**

**CARTERET BORO**

**GRADE SPAN 06-08**

**CARTERET MIDDLE SCHOOL**

**300 CARTERET AVENUE**

**CARTERET, NJ 07008**

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 06**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	802	850
75th	754	770
50th	737	749
25th	714	726
0th	651	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	44

**Grade Level - 06**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	785	850
75th	752	763
50th	731	742
25th	711	721
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	42

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
CARTERET BORO

GRADE SPAN 06-08

23-0750-055  
CARTERET MIDDLE SCHOOL  
300 CARTERET AVENUE  
CARTERET, NJ 07008

**Grade Level - 07**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	799	850
75th	756	776
50th	735	751
25th	713	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	52

**Grade Level - 08**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	795	850
75th	753	777
50th	734	751
25th	710	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	54

**Grade Level - 07**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	788	850
75th	750	759
50th	733	740
25th	714	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	39

**Grade Level - 08**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	781	850
75th	744	748
50th	723	726
25th	705	704
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	44

### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 44 Mins.

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	13.7%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 11 Mins.
Shared Time	3 Hrs. 29 Mins.

### Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	13
Administrators	283

**SCHOOL PEER GROUP**  
**MIDDLESEX**  
**CARTERET BORO**

**GRADE SPAN 06-08**

**23-0750-055**  
**CARTERET MIDDLE SCHOOL**  
**300 CARTERET AVENUE**  
**CARTERET, NJ 07008**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	ATLANTIC CITY	CHELSEA HEIGHTS SCHOOL	01-0110-050	PK-08	74%	10.9%	10.4%
ATLANTIC	ATLANTIC CITY	RICHMOND AVENUE SCHOOL	01-0110-120	PK-08	78.2%	31%	12.7%
ATLANTIC	ATLANTIC CITY	SOVEREIGN AVENUE SCHOOL	01-0110-030	KG-08	82.2%	33.9%	12.1%
ATLANTIC	SOMERS POINT CITY	JORDAN ROAD ELEMENTARY SCHOOL	01-4800-055	KG-08	70%	7.3%	16.6%
BERGEN	HACKENSACK CITY	HACKENSACK MIDDLE SCHOOL	03-1860-300	05-08	71.9%	5%	19.5%
CHARTERS	ROBERT TREAT ACADEMY CS	ROBERT TREAT ACADEMY CHARTER SCHOOL	80-7730-970	KG-08	71.5%	1.3%	5.1%
ESSEX	CITY OF ORANGE TWP	ORANGE PREPARATORY ACADEMY	13-3880-115	08-09	75%	10.3%	14.3%
ESSEX	EAST ORANGE	JOHN L. COSTLEY MIDDLE SCHOOL	13-1210-070	06-08	72.7%	5.6%	17.9%
ESSEX	NEWARK CITY	ANN STREET SCHOOL	13-3570-200	PK-08	77.4%	24.4%	11.9%
ESSEX	NEWARK CITY	MT VERNON PLACE SCHOOL	13-3570-570	PK-08	77.6%	21.7%	6.4%
ESSEX	NEWARK CITY	OLIVER STREET SCHOOL	13-3570-590	PK-08	81.2%	34%	10.9%
ESSEX	NEWARK CITY	RIDGE STREET SCHOOL	13-3570-610	KG-08	75.9%	12.9%	11.8%
ESSEX	NEWARK CITY	WILSON AVENUE SCHOOL	13-3570-750	KG-08	77.1%	22.5%	10.4%
HUDSON	BAYONNE CITY	PHILIP G. VROOM #2	17-0220-090	PK-08	71.9%	0.8%	15.7%
HUDSON	JERSEY CITY	ACADEMY I	17-2390-095	06-08	72.5%	1.5%	8.8%
HUDSON	JERSEY CITY	JAMES F. MURRAY SCHOOL	17-2390-350	PK-08	74.9%	7.2%	8.8%
HUDSON	NORTH BERGEN TWP	FRANKLIN ELEMENTARY SCHOOL	17-3610-060	01-08	71%	5.1%	16.3%
HUDSON	UNION CITY	WOODROW WILSON ELEMENTARY SCHOOL	17-5240-140	PK-08	71.4%	1.9%	1.9%
MIDDLESEX	CARTERET BORO	CARTERET MIDDLE SCHOOL	23-0750-055	06-08	72.1%	3.2%	9.4%
MIDDLESEX	PERTH AMBOY CITY	SAMUEL E. SHULL MIDDLE SCHOOL	23-4090-150	05-08	73.9%	10.2%	11.3%
PASSAIC	CLIFTON CITY	CHRISTOPHER COLUMBUS MIDDLE SCHOOL	31-0900-035	06-08	70.6%	6.8%	11.5%
PASSAIC	PATERSON CITY	SCHOOL 20	31-4010-240	KG-08	74%	10%	13.2%
PASSAIC	PROSPECT PARK BORO	PROSPECT PARK SCHOOL NO. 1	31-4270-010	PK-08	71.4%	4.4%	13.3%

**SCHOOL PEER GROUP**

MIDDLESEX

CARTERET BORO

GRADE SPAN 06-08

23-0750-055

CARTERET MIDDLE SCHOOL

300 CARTERET AVENUE

CARTERET, NJ 07008

SOMERSET	BOUND BROOK BORO	BOUND BROOK ELEMENTARY SCHOOL	35-0490-050	PK-08	76.6%	13.9%	10.4%
UNION	ELIZABETH CITY	ELMORA SCHOOL NO. 12	39-1320-150	PK-08	77.9%	21.8%	6%
UNION	ELIZABETH CITY	MADISON MONROE SCHOOL NO. 16	39-1320-190	PK-08	76.3%	12.7%	8.5%
UNION	ELIZABETH CITY	TERENCE C. REILLY SCHOOL # 7	39-1320-030	PK-08	72.1%	1.2%	1.4%
UNION	ELIZABETH CITY	WILLIAM F. HALLORAN SCHOOL NO. 22	39-1320-250	02-08	72.2%	3.2%	5.1%
UNION	HILLSIDE TWP	WALTER O. KRUMBIEGEL MIDDLE SCHOOL	39-2190-085	06-08	71.8%	2.1%	10.9%
UNION	PLAINFIELD CITY	CEDARBROOK ELEMENTARY SCHOOL	39-4160-100	KG-08	78%	26.6%	12.4%
WARREN	PHILLIPSBURG TOWN	PHILLIPSBURG MIDDLE SCHOOL	41-4100-110	06-08	70.1%	1.3%	23.5%